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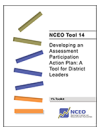
1% Toolkit

1% Toolkit: Multi-Tiered Systems of Support (MTSS) for Students with the Most Significant Cognitive Disabilities (NCEO Tool #15)

Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool15_MTSS.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool15_MTSS.html)

The purpose of this tool is to provide information on the Multi-Tiered Systems of Support (MTSS) for students with the most significant cognitive disabilities for parents in the form of (a) a fact sheet, and (b) a set of frequently asked questions (FAQs) that provide additional details about MTSS. These parent resources are available for states to adapt to share with districts, parent organizations, and parents. This resource was developed through a collaborative process with members of the TASH Inclusive Education Community of Practice (CoP) and staff from forty-nine states and the Bureau of Indian Education (BIE) who participated in the 1% CoP.

Published: November 2023



1% Toolkit: Developing an Assessment Participation Action Plan: A Tool for District Leaders (NCEO Tool #14)

Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool14_DistrictAction%20Plan.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool14.html)

The purpose of this resource is to provide a tool for districts that wish to improve student assessment participation. The tool provides guidance on how district leaders can develop an assessment participation action plan and describes a series of steps that support the development of the action plan. States may customize the tool as needed to meet their needs. This resource was developed through a collaborative process with the 49 states participating in NCEO's 1% Cap Community of Practice (CoP) during its bi-weekly webinar calls in 2021 and 2022.

Published: April 2023

1% Toolkit: Developing an Assessment Participation Action Plan: A Tool for State Leaders (NCEO Tool #13)

Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool13_StateActionPlan.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool13AssessmentParticipationActionPlan.html)

The purpose of this resource is to provide a tool for states that wish to improve student assessment participation. The tool provides guidance on how state leaders can develop an assessment participation action plan and describes a series of steps that support the development of the action plan. States may customize the tool as needed to meet their needs. This resource was developed through a collaborative process with the 49 states participating in NCEO's 1% Cap Community of Practice (CoP) during its bi-weekly webinar calls in 2021 and 2022.

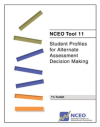
Published: April 2023

1% Toolkit: Disproportionality in the Alternate Assessment Calculator: A Tool for State and Local Education Agencies (NCEO Tool #12)

Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool12_Disproportionality.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool12DisproportionalityAACalculator.html)

This Brief explains a tool that State and Local Education Agencies (SEAs and LEAs) can use to examine disproportionality with respect to student group participation in their alternate assessment aligned to alternate academic achievement standards (AA-AAAS). Examining disproportionality with regard to alternate assessment participation is essentially an inquiry into

whether certain groups are over- or under-identified as having a most significant cognitive disability. Participation data for groups of interest (e.g., race/ethnicity, economically disadvantaged, English learner status, chronic absenteeism) can be entered for a SEA or LEA. The tool then calculates the risk ratio, which is a way to describe the relationship of observed versus expected proportions.
Published: January 2023



1% Toolkit: Student Profiles for Alternate Assessment Decision Making (NCEO Tool #11)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool11_StudentProfiles.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool11ProfilesAADecisionMaking.html)

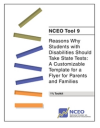
Most states and districts provide training that aims to help individualized education program (IEP) teams make appropriate decisions about student participation in the alternate assessment. Some states include student profile examples in trainings on their alternate assessment participation criteria. Aspects of student profiles are often highlighted to indicate whether students meet or do not meet the state's criteria. This resource includes examples provided by states participating in NCEO's 1% Community of Practice (CoP). The profiles may be customized to align with state participation criteria and disability categories.

Published: March 2021

1% Toolkit: IEP Team Resource: Making Decisions about Participation in the Alternate Assessment (NCEO Tool #10)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool10_IEPTeamResource.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool10MakingDecisions.html)

This IEP team resource is designed to support IEP team members, including teachers, school psychologists, English language development specialists, speech language therapists, occupational therapists, paraprofessionals, parents, administrators, and others who may participate in the IEP team meeting. It provides supports for the decision about whether a student with a disability should participate in a general assessment or an AA-AAAS. States can modify the tool as needed to reflect any differences in their IEPs or to link to their own guidelines for participation in the AA-AAAS.

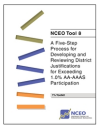
Published: January 2021



1% Toolkit: Reasons Why Students with Disabilities Should Take State Tests: A Customizable Template for a Flyer for Parents and Families (NCEO Tool #9)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool9_CustomizableTemplate.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool9ReasonsWhyStateTests.html)

This resource was developed by NCEO to identify and describe reasons why students with disabilities should take state tests. The purpose of the tool is to provide a concise resource that administrators, teachers, and other educators can use when communicating with parents and families about why it is so important that their children with disabilities participate in state assessments. It also provides strategies to reduce student test anxiety.

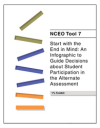
Published: January 2021



1% Toolkit: A Five-Step Process for Developing and Reviewing District Justifications for Exceeding 1.0% AA-AAAS Participation (NCEO Tool #8)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool8_FiveStepProcess.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool8FiveSteps.html)

The 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), includes a 1.0% threshold on state-level participation rates in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS). This tool presents a five-step process to address the 1.0% threshold requirements for

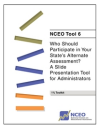
reviewing local education agency (LEA) justifications and providing support, oversight, and technical assistance when appropriate. It includes: (a) three templates for state education agency (SEA) and LEA use; (b) a continuum of support, oversight, and technical assistance SEAs may provide; and (c) additional resources for SEAs and LEAs.
Published: June 2020



1% Toolkit: Start with the End in Mind: An Infographic to Guide Decisions about Student Participation in the Alternate Assessment (NCEO Tool #7)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool7Infographic.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool7Infographic.html)

This *Infographic to Guide Decisions about Student Participation in the Alternate Assessment* tool is designed to provide guidance about IEP team decision making for a student's participation in the state's alternate assessment on academic achievement standards (AA-AAAS), which is meant for a very small number of students with significant cognitive disabilities. Developed during NCEO's Peer Learning Group 3 (PLG 3), the tool explains how this important decision can affect the future opportunities available to a student with a disability. The infographic may be given to teachers in IEP trainings, provided to parents and guardians to read before an IEP team meeting, and used to talk with parents and guardians during an IEP team meeting.

Published: May 2020



1% Toolkit: Who Should Participate in Your State's Alternate Assessment? A Slide Presentation Tool for Administrators (NCEO Tool #6)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool6DistrAdmPPT.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool6DistrAdminPPT.html)

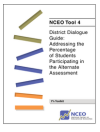
This *Slide Presentation* tool is designed to support the needs that administrators have for brief but substantive information about who should participate in the state's alternate assessment on academic achievement standards (AA-AAAS). In addition to serving as an information resource for administrators, it may be used for in-person or webinar trainings for educators, and as a handout for educators and parents. Developed during NCEO's Peer Learning Group 3 (PLG 3), they highlight the purpose of the AA-AAAS, the implications of a student taking the AA-AAS, strategies for talking with parents, and identification of students who should participate in this assessment. The slides may be customized.

Published: May 2020

1% Toolkit: Frequently Asked Questions on AA-AAAS (NCEO Tool #5)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool5FAQ.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool5FAQonAA-AAAS.html)

The 2015 Every Student Succeeds Act (ESSA) 1.0% cap on state-level participation rates in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS) generated questions answered by the U.S. Department of Education in this *Frequently Asked Questions on AA-AAAS.* This FAQ tool includes questions that were asked by state personnel during the October 2018 *1% Cap National Convening: Supporting States in Implementing ESSA's 1% State-level Cap on Participation of Students in the AA-AAAS* held in Boston, Massachusetts, during the NCEO 1% Community of Practice (CoP) and during NCEO's Peer Learning Group 2 (PLG 2). The questions are listed in this tool by topic, and include the date the question was answered by the U.S. Department of Education.

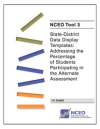
Published: September 2019



1% Toolkit: District Dialogue Guide: Addressing the Percentage of Students Participating in the Alternate Assessment (NCEO Tool #4)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool4DialogueGuide.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool4DistrictDialogueGuide.html)

As part of its efforts to meet the 1.0% cap on state-level participation in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS), NCEO's Peer Learning Group 1 (PLG 1) developed this dialogue guide. It is designed to help district, school staff, and stakeholders engage in thoughtful conversations, tailored to their unique contexts, about participation in the AA-AAAS. It encourages frank discussions that can help to identify ways in which to examine a variety of data sources, use varied analysis methods, and gather relevant information, all toward the goal of ensuring that appropriate decisions are made about participation in the AA-AAAS.

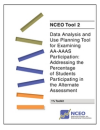
Published: Sun Sep 22 2019



1% Toolkit: State-District Data Display Templates: Addressing the Percentage of Students Participating in the Alternate Assessment (NCEO Tool #3)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool3DataDisplayTemplates.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool3State-DistrictDataDisplayTemplates.html)

This *State-District Data Display Templates* tool is designed to provide states and districts with templates to display their data, with the end goal being to support an examination of the displayed data to determine whether there are any unusual results that require further examination and discussion. This tool was developed through the work of NCEO's Peer Learning Group 1, which focused on ways to dig into state and district data as part of the states' efforts to meet the 1.0% cap on state-level participation in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS).

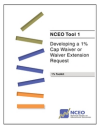
Published: September 2019



1% Toolkit: Data Analysis and Use Planning Tool for Examining AA-AAAS Participation: Addressing the Percentage of Students Participating in the Alternate Assessment (NCEO Tool #2)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool2DataAnalysisAndUse.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/Tools/Tool2PlanningTool.html)

This *Data Analysis and Use Planning Tool* is designed to help states and districts develop a plan for analyzing and using their AA-AAAS data as part of their efforts to meet the 1.0% cap on state-level participation in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS). Developed during the NCEO's Peer Learning Group 1 (PLG 1), it presents a four-step data analysis framework that is intended to serve as an example and a starting point for states and districts.

Published: September 2019



1% Toolkit: Developing a 1% Cap Waiver or Waiver Extension Request (NCEO Tool #1)
Formats: PDF (https://nceo.umn.edu/docs/OnlinePubs/Tool1WaiverGuidelines.pdf), Online (https://nceo.info/Resources/publications/OnlinePubs/tools/Tool1WaiverGuidelines.html)

The Every Student Succeeds Act allows for states to request a waiver from the 1% cap on alternate assessment participation requirements. Waiver request requirements are described in this Tool (the first of several 1% tools NCEO is developing), along with examples of how states responded to each requirement. The Tool also includes a section on Additional Considerations (reporting on stakeholder involvement; addressing approaches to take when the 95% participation requirement for requesting a waiver is not met). This Tool was developed through a collaborative process with the 44 states participating in the 1% Cap Community of Practice (CoP) during its bi-weekly webinar calls in 2018. Although the CoP was formed at the request of states to be for private state conversations, it was with mutual agreement that this Tool should be shared publicly.

Published: September 2019

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